

Using Highlighted Journal Strategy in Teaching Analytical Exposition Text

Dewi Kurniawati *, Tiza Okta Kurniawan

UIN Raden Intan Lampung
Email: salmakhoirunnisa61@yahoo.co.id

Abstract. *The objective of this research is to know the influence of using Highlighted Journal Strategy towards students' writing ability in analytical exposition text at the second semester of the eleventh grade of MAN 1 Central Lampung in academic year of 2015/2016. The research methodology was experimental research with three times of meeting, 90 minutes for each meeting. This design used pre-test and post-test to find out students' writing ability in analytical exposition text before the treatment and after the treatment. The population of this research was the second grade of MAN 1 Central Lampung. There were five classes and consist of 175 students. The writer used cluster random sampling when the writer took classes of five classes. The first class of experimental class is X1 A1 and the second of control class is X1 A3. In collecting the data, the writer used instruments in the form of writing test. After being tried out, the instruments were used for the pre-test and post-test. After giving the post-test, the writer analyzed the data using T-test formula. From the data analysis, it was found that the result of T-test was T-observed (2.8355) with T-critical (1.668). Since $T\text{-observed} > T\text{-critical}$, H_a is accepted. It can be concluded that there is a significant influence of using highlighted journal strategy towards students' writing ability in analytical exposition text at second semester of the eleventh grade of MAN 1 Central Lampung in academic year of 2015/2016..*

Key words: *analytical exposition text, highlighted journal strategy, quasi experimental, writing ability*

A. INTRODUCTION

Siahaan (2008:215) states that in the process of language learning, there are four basic skills that must be mastered. They are listening, reading, speaking, and

* Corresponding author

writing. According to Raimes(1983:2), writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand. Hence, writing is a media to express our ideas and felling in written form. According to Oshima and Hogue, they say that writing is not easy. It takes study and practice to develop this skill (1999;3).

Based on the preliminary research that was done by the writer in MAN 1 Central Lampung, the students' writing ability is still low. The students still face difficulties in mastering writing. The writer found some problems that cause students' writing ability still low such as: the students have lack of vocabulary and they are scare to arrange the sentences. They are lazy to bring dictionary. In addition, the students are not interested for teacher's strategy of teaching writing. It indicates, there are many problems that are faced by the teacher in teaching writing. Most of problems come from the students. The students have limited vocabulary. They also feel difficult to figure out their idea in writing.

From the students and teacher problems above, the teacher should use the interesting strategy in teaching writing by using Highlighted Journal Strategy. There are some reasons why the writer chooses this title because by using Highlighted Journal Strategy can influence, increase the students' writing ability especially in analytical exposition text, may help the students explore their creativity and learn process to be more enjoyable. Based on previous research which is conducted by Rogers, Highlighted Journal Strategy is a strategy which uses highlighting of main ideas and supporting details to help teacher to teach students to improve the organization of their writing.

Concept of Writing

Writing is a process of expressing ideas, thought, feeling of the writer by using a conventional system, so that the readers understand information that have been

sent. Writing is one of the way in sending the message or information from sender or writer to the reader.

Harmer (2015:33) states that writing is used to help students perform a different kind of activity. Students need to be able to write to do their activities. Raimes (1983:3) says that writing is also involving thinking. In addition the close relationship between thinking and writing. Makes writing as a valuable part of any language cause.

Merthen (2010:129) says that writing is a complex and cognitively demanding activity. The writing activity can be our habit. According to Pleuger (2001:157), writing is the most difficult of all skills. In addition, writing is complicated, it has many reasons of it, such as:

1. Writing is often taught of as the most difficult of the four skills. This is not really surprising. Think of it like this in order to achieve a good grade in writing papers, two distinct abilities are required. That are attention to detail and good spelling.
2. These are skills which some people naturally have (lucky them). If you are learning a foreign language and you do not actually possess these abilities in English, you are unlikely to display them in any other language. Therefore, writing is a stress skill because writing has some distinct to be required.

According to Patrice and Nancy (2000:99) say that writing a case study about a challenging student is one of several assignments designed to help the interns become hopeful educators.

It means, writing is designed to help the student as the educators in their home. If the students have assignment, it will be affective learning process. The students

will be diligent to write their assignment, unaccidentally the students improve their writing ability.

According to Harmer (2007:4), there are many processes of writing, they are:

Planning

Before starting to write, the writer must have planning what thing that will be expression the paper. The material that will be written can appear from own experience or others. It means, planning is a way to collect the idea and find the topic before starting to write. Moreover, Harmer stated that experienced writers plan that they are going to write before starting to write or type they try and decide what it is they are going to say.

Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later.

Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing.

Final version

This is last step in writing. Harmer said, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Based on the explanation above, the writer assumes writing cannot be produced spontaneously, it needs process, the writing skill that needs process to develop, it needs much amount of practice to master. Because what we write is not only unrelated sentences or words, we have to be very careful and concerned about “what to write” and “how to write” so that the message of the writing can be caught correctly by the readers.

There are five aspects in writing, they are as follows:

Content

The things that should be considered in this aspect are subjects and ideas or argument in writing text.

Organization

The things that should be considered in this aspect are the expression and the organization of the paragraph in a writing text.

Vocabulary

The things that should be considered in this aspect are the using of words/idiom choice and the vocabulary itself in a writing text.

Language use or grammar

The things that should be considered in this aspect are the structures, pronouns and prepositions in a writing text.

Mechanics

The things that should be considered in this aspect are the spelling, punctuation, capitalization and layout in a writing text.

From the statement above, the writer concludes that writing is to communicate information and ideas to someone, public, government. Writing is not only an activity of arranging word into form sentences, but also when people write, they should organize some interesting stuff, which are experiences or ideas in written form by showing good proper use of such aspect as content, organization, vocabulary, language and mechanics.

Concept of Writing Ability

According to Tribble (1996:3), writing ability is a one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire. It means, writing is not easy to be conquering, so that the writing ability must be trained step by step. The type of writing in which the students are engaged will became more sophisticated as they acquire greater facility in the exercise of the other skills.

Praveen and Patel (2008:126) state that there are some process of writing:

1. Making strokes with proper hand movements.
2. Write letter of appropriate size and proper shape.
3. Write letter in words with proper space.
4. Write words in sentence with proper space.
5. Write sentence in paragraph with proper space.
6. Write correct spelling in words.
7. Write capital letters correctly.
8. Write legibly and neatly.

According to Beth *et al* (1998;21), "writing begins with passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot sub-stain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an idea and write about it with all their heart". The ability of good writing has many aspects such as; contents, organizations, vocabularies, languages and mechanics. Students' ability is known by students' score of writing that includes purpose, rhetorical structure, and grammatical pattern that is used in analytical exposition text writing.

Concept of Analytical Exposition Text

In this research, the writer focused on the Analytical Exposition Text. Analytical Exposition text is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having text, the writer's opinion is involved. In addition, the Analytical Exposition text includes in the syllabus at the second semester of the eleventh grade.

According to Anderson and Anderson (1997; 123), Analytical Exposition is a piece of text that presents one side of an issue. Djuharie (2009: 121) also states that analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

Social function of it is to give the readers an argument or opinion from writer about the topic. According to Gerot and Wignel (1995: 197) the organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion.

In this part, the writer introduces the topic or main idea will be discussed.

Thesis is always presented on the first paragraph of analytical exposition text.

2. Arguments, it consist of a point and elaborate sequence.

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

3. Reiteration, testate the position more forcefully.

This is the last part of analytical exposition text. *Re-iteration* contains

restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Grammatical Feature of Analytical Exposition Text

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, Gerot and Wignell (1995: 198) state that significant grammatical features of analytical exposition text are as follows:

1. Focus on generic human and non-human participants,
2. Use of simple present tense,
3. Use of relational process,
4. Use of internal conjunction to stage argument,
5. Reasoning through causal conjunction or normalization.

According to explanation above, the example of analytical exposition text is as follows:

The Importance of Breakfast

Thesis

Why is breakfast important? “Breakfast like a King, Lunch like a Prince and Dine like a Pauper” It’s a well known phrase, but do you follow it?

Argument

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Argument

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Re-iteration

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

Concept of Highlighted Journal Strategy

According to Clark (2007: 82), "The Highlighted Journal is a strategy that assists student in making connections with their learning. Students need to write regularly in their journals for at least a month before trying this strategy. This strategy helps develop research skills by asking students analyze their working for trends commonalities main ideas, themes which are crucial to the scientific. Inquiry process as well as to the prewriting stage of writing process".

As a result, highlighted journal strategy is a strategy for helping the writer to find the main idea and supporting details. Rogers (2006) states that the highlighted journal strategy is a strategy which uses highlighting of main ideas and supporting details to help teacher to teach students to improve the organization of their writing.

It means highlighted journal strategy is to use highlighting of main idea and supporting detail to help the student to improve their writing ability. To sum up, the highlighted journal strategy will focus to find the main idea and supporting detail to improve the students' writing ability.

Miligan (2016) states, "the purpose of the highlight strategy is to draw attention to important information in a text. Effective highlighted is caused first asks the reader to pick out important part and then gives the effective way to review that information later. What those important parts exactly are directly related to what the reader aim. The purpose is usually to find the main idea. Use these strategies

to help you find and highlight. Based on theories, the writer can conclude that highlighted journal strategy is one of strategy that can be used by the teacher to help the students to find the main idea and supporting detail to organize what they have read by selecting what is important information from the text to improve their writing ability.

Procedure Highlighted Journal Strategy through Writing Ability in Analytical Exposition Text

According to Hedgock and Ferris (2009: 176) say that there are some step to highlighted:

Step 1: The teacher explains that highlighting is useful for identifying the most important ideas in a section of text, that such as ideas may often (but not always) be found in the introductory or final sentence of a paragraph, and that readers can highlight entire sentences, portions of sentences, or key words. Then the teacher show on an overhead slide a sample highlighted version of the paragraph. Teacher and students can discuss what the teacher highlighted and why, and students can pose questions or suggest alternatives.

Step 2: Students are working individually, then asked to highlight paragraph. They can compare their answers with peers in a small group and then the whole class can discuss the exercise with the teacher.

The Strength of Using Journal Highlighted Strategy

MC Laughlin (2010: 4) says that there are some strength of using highlighted journal strategy, they are the students can share their knowledge with the other students; students will know how to pick out the main ideas and information that are important to highlight; it helps them to organize and remember important information in the text.

Furthermore, Highlighted Journal Strategy is many great benefits to support and help students' activity especially in written form.

B. RESEARCH METHOD

Research Design

In this research, the writer used quasi experimental research design. Especially pre-test and post-test control group design which seeing the students' writing Analytical exposition text ability by using highlighted journal strategy. The writer gave pre-test and post-test for both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

Population

Arikunto (2006: 130) says that population is all subject of the research. The population of the research was the students at the second semester of the eleventh grade of MAN 1 Central Lampung in the academic year of 2015/2016 which consist of 175 students in five classes.

Sample of the research

The samples of the research were two classes. One is the experimental class and the other is the control class. From the population above, the writer took two classes as sample of the research. The writer got X1 A1 experimental class that consisted of 34 students and X1 A3 as the control class that consisted of 34 students. So the total number of the sample was 68 students.

Sampling Technique

In getting the sample from population, the writer used cluster random sampling. Fraenkel and Wallen (2009: 95) say that the selection of groups, or cluster of subjects rather than individuals is known as cluster random sampling.

Data collecting technique

In collecting data, the writer used the following test:

1. Pre-test

Pre-test was used to know the students' writing ability before the treatment. The type of test was written form. The writer asked the student to make a analytical exposition text from the topic.

2. Post-test

Post-test was used to know the students' writing ability. The students made a analytical exposition text with their own idea by using highlighted journal strategy.

The score of test were calculated based on the following scoring system proposed by Tribble (19996: 130).

$$\text{Final Score} = C + O + V + L + M = 20+20+20+30+10= 100$$

Note:

C	: Content	(20)
O	: Organization	(20)
V	: Vocabulary	(20)
L	: Language	(30)
M	: Mechanics	(10)

Data Analysis

After collecting the data, the researcher analyzed the data. The researcher used Normality test. The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not. In this case, the writer used Lilliefors test. After that the researcher did homogeneity test to know whether the data is homogeneous or not by using F-test. Because the data was taken from homogeneous population and were normally distributed, the data

was analyzed by using t-test in order to know the significant influence of using highlighted journal strategy towards students' writing ability in analytical exposition text.

C. FINDINGS AND DISCUSSION

Findings

Result of Pre-test

The analysis showed that the mean score of pre-test in control class was 50.44. The highest score was 70 and the lowest score was 25. The median score was 50 and mode score was 55. While in experimental class the mean score was 51.76. The highest score was 70 and the lowest score was 25. The median score was 50 and mode score was 50.

Result of Post-test

After conducting three meetings of treatments the writer conducted the post-test to the sample. The writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on May 13th, 2016 at 08.35 a.m for the X1 A1 as the experimental class and at 10.30 a.m for class X1 A3 as the control class.

The analysis showed that the mean score of post-test in control class was 66.62. The highest score was 85 and the lowest score was 50. The median score was 70 and mode score was 70. While in experimental class the mean score was 71.76 the highest score was 90 and the lowest score was 50. The median score was 75 and mode score was 80.

Tabel 1. Result of Normality Test the Experimental and Control Class

Class	Pre-test		Post-test		Calculation
	L _{observe}	L _{critical}	L _{observe}	L _{critical}	
Experimental	0.11052	0.152	0.10805	0.152	
Control	0.12301	0.152	0.12125	0.152	

Based on the Table 8, it can be seen that in the experimental and control class showed if $L_{\text{observe}} < L_{\text{critical}}$. So, the calculation was that the population was in normal.

Table 2. Result of Homogeneity Test

	The biggest Variance	The smallest Variance	F_{observed}	F_{critical}	Calculation
Pre-test	160.121	120.77	1.33	1.76	
Post-test	125.666	106.596	1.18	1.76	

Based on the Table 8, it can be seen at the result of the pre and post test were 125.666 and 106.596 while the F_{critical} at the significant level of 0.05 is 1.76. It proves that H_0 was accepted because H_0 accepted if $F_{\text{observed}} \leq F_{\text{critical}}$. it means that the variance of the data was homogenous.

Result of Hypothetical Test

The criteria of the test as follows:

H_a is accepted if t_{observed} is higher than t_{critical} , or ($t_{\text{observed}} > t_{\text{critical}}$)

H_0 is accepted if t_{observed} is lower than t_{critical} , or ($t_{\text{observed}} < t_{\text{critical}}$)

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the writer used the following t-test by independent t-test for hypothetical of test. Based on the calculation was obtained t-test was 2.8355 while the (number of sample from both control and experimental class subtracted by 2) was 70. Thus the result of level of significant 0.05 was 1.668. It can be seen that the result of t_{test} was $t_{\text{observed}} > t_{\text{critical}}$. So, H_a was accepted because 2.8355 > 1.668. Then, it could be assumed that there was significant influence of using highlighted journal strategy towards students' writing ability in analytical exposition text.

Discussion

The present research has shown that highlighted journal strategy can improve students' writing ability in analytical exposition text. From the result above, it can be seen that the result of students' post-test was higher than that in the pre-test. Besides, highlighted journal strategy can improve each aspect of students' writing including content, organization, vocabulary, language and mechanics.

At the beginning of activity, the pre-test was administered to know students' achievement in students' writing ability before they were given treatments by the writer. The result shows that the average score between control class and experimental class were slightly different. The average score control class was 58.59 and the average score of experimental class was 57.19. Although the average score of control class was higher than experimental class, the normality and the homogeneity test show that the data were homogeneous and normal. Therefore, it was concluded that the two groups, control and experimental class, had the same ability at the beginning of the research.

At the end of the research, post-test was given to measure the improvement of students' writing ability in analytical exposition text in both classes after the treatment done. Based on the analysis of the data and the testing hypothesis, the result of the calculation was found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we knew that the students who got high frequency of using using highlighted journal strategy got better score than the students without using highlighted journal strategy in teaching writing. It was proved by the increasing average score in both classes. The average score of control class was 66.62 and the average score of experimental class was 71.76. So, it was concluded that using highlighted journal strategy was one of good strategy in improving students' writing ability in analytical exposition text.

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D. CONCLUSION

After conducting the treatments and analyzing the data, the writer draws some conclusion as follows:

There is a significant influence of using highlighted journal strategy towards students' writing ability in analytical exposition text. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted, it means that the writer's assumption is true that is to say, highlighted journal strategy can give a significant influence towards students' writing ability in analytical exposition text.

It is supported by the scores achieved by the students, in which they received higher scores after the writer gave the treatment (highlighted journal strategy) in teaching writing. It can be proved from the hypothetical test. In the hypothetical test, H_a is accepted and H_0 is rejected. The writer used $t\text{-critical} (0.05) = 1.671$. H_a is accepted if $t\text{-observed}$ is higher than $t\text{-critical}$, or ($t\text{-observed} > t\text{-critical}$). H_0 is rejected if $t\text{-observed}$ is lower than $t\text{-critical}$, or ($t\text{-observed} < t\text{-critical}$). So, since $2.8355 > 1.671$ there is significant difference.

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